



**CERTIFICATE PROGRAMME IN COMMUNITY DEVELOPMENT**

# **Project Guide**



**State Resource Centre, Kerala**

# Credits and Copyright

## CERTIFICATE IN COMMUNITY DEVELOPMENT

### Programme Advisory Committee

- **Prof. A. Sukumaran Nair**, Former Vice Chancellor, Mahatma Gandhi University, Kottayam (Programme Chair).
- **Mr. V. S. Senthil IAS**, Additional Chief Secretary, General Education Department, Government of Kerala.
- **Mr. Palode Ravi, Member**, Governing Body, State Resource Centre, Kerala.
- **Dr. Alison Mead Richardson**, Education Specialist - Skills Development, Commonwealth of Learning, Canada.
- **Prof. Santosh Panda**, Chairperson, National Council for Teacher Education (NCTE), New Delhi.
- **Prof. S. Y. Shah**, Professor of Adult Education, School of Social Sciences, Jawaharlal Nehru University, New Delhi.
- **Dr. V. Mohankumar**, Director, Indian Adult Education Association, New Delhi.
- **Dr. Asha Balagangadharan**, Former Director, State Resource Centre, Kerala.
- **Dr. T. Sundaresan Nair**, Programme Coordinator, State Resource Centre, Kerala.
- **Dr. N. B. Suresh Kumar**, Director, State Resource Centre, Kerala.
- **Mr. C. Swaraj**, Associate Programme Coordinator, State Resource Centre, Kerala, (CCD Programme Coordinator).

### Handbook Development Team

#### Writer (s)

- **Mr. C. Swaraj**, Associate Programme Coordinator, State Resource Centre, Kerala, (CCD Programme Coordinator)

#### Content editor

- **Ms. Padma L. K.**, Assistant Manager, Creative Agency, GDS, EY, KINFRA, Thiruvananthapuram, e-mail: padmalatika@gmail.com

#### DE Adviser

- **Prof. Santosh Panda**, Chairperson, National Council for Teacher Education (NCTE), New Delhi, e-mail: pandasantosh@hotmail.com

#### Instructional Design Editor

- **Ms. Joan Mutero**, Nairobi, Kenya, e-mail: jmutero@gmail.com

#### CRC preparation

- **Mr. C. Swaraj**, Associate Programme Coordinator, State Resource Centre, Kerala, (CCD Programme Coordinator) e-mail: swarajtvm@gmail.com



The Commonwealth of Learning

© 2016 Commonwealth of Learning

Developed by State Resource Centre, Kerala India with support from the Commonwealth of Learning. Any part of this document may be reproduced without permission but with attribution to Commonwealth of Learning and State Resource Centre, Kerala.

This publication is made available under a Creative Commons Attribution-Share Alike 4.0 Licence (international): <http://creativecommons.org/licenses/by-sa/4.0/>

# Acknowledgements

Thank you for choosing this open distance learning programme (ODL) to augment your skills and expertise in the field of community development. This self-learning material is the final product of a series of workshops and orientation programmes that involved various experts in the field at the national and international level. Before we move on, an acknowledgement is due to several people who had inspired us with their wonderful insights and who had contributed their ideas to this COL-SRCK Partnership Programme.

At the outset, we wish to thank the Commonwealth of Learning, which is an inter-governmental organisation created by Commonwealth Heads of Governments, for encouraging our institution, by collaborating with us for the development of the programme for Certificate in Community Development through open distance learning for quality education and training of individuals involved in the field of Adult and Non-formal Education.

We wish to express our sincere gratitude to Professor S. Y. Shah, Department of Adult Education, School of Social Sciences, Jawaharlal Nehru University, for his support and goodwill. We thank him for his sincere efforts in formally introducing the State Resource Centre, Kerala, as a pioneer institute in the country, providing resources and technical support to all agencies in the field of Adult and Non-formal Education, to The Commonwealth of Learning.

We gratefully acknowledge the commitment of Mr. Joshua C. Mallet, Former Education Specialist, Learning & Livelihoods and the team experts, Dr. Mohan Menon, Prof. Krishna Alluri and Susan Philips from The Commonwealth of Learning who had taken the initial initiatives for this unique programme by studying the scope of the ODL Programme for volunteer training in the Kerala context. We are deeply obliged to Dr. K. Balasubramanian, Education Specialist, Agriculture and Livelihoods, Commonwealth of Learning for the fruitful discussions during the initial phase of the COL-SRCK partnership.

We express our indebtedness to Dr. Alison Mead Richardson, Education Specialist - Skills Development, Commonwealth of Learning, for her generous encouragement and motivation throughout the process that has helped us in successfully completing this programme. We are thankful for her valuable suggestions that have contributed immensely in raising the standards of the programme to an international level.

We express our sincere gratitude to Prof. Santosh Panda, Chairperson, National Council for Teacher Education (NCTE), New Delhi who, planned and supervised, motivated and encouraged us with his vast professional expertise throughout the programme.

Last, but certainly not the least, we express our deep sense of gratitude to Mr. V. S. Senthil IAS, Chairperson, former Chairpersons, Directors and staff members of SRC, course writers and other experts for the unstinted support and goodwill extended to us, which has resulted in the excellent outcomes of this programme.

**Dr. N.B. Suresh Kumar**  
Director,  
SRC, Kerala

# Contents

<b>1. CCD: An Overview.....</b>	<b>1</b>
1.1 Context .....	1
1.2 Rationale of the Programme .....	1
1.3 Objectives of the Programme.....	2
1.4 Programme Framework.....	2
1.5 CCD Programme Concept Map.....	3
<b>2. Project Works: An Overview .....</b>	<b>4</b>
2.1 Objectives and Assumptions .....	5
2.2 Categories of Practical Components.....	7
2.3 Steps in Conducting Practical/Projects .....	7
<b>3. Institution Visit .....</b>	<b>7</b>
3.1 What is Institutional Visit about? .....	8
3.2 Credit hours .....	8
3.3 Nature of the project: Institutional visit .....	8
3.4 Problem areas.....	8
3.5 Criteria for selection of institutions .....	8
3.6 List of institutions .....	9
3.7 Selection of institution .....	9
3.8 Guidelines provided.....	9
3.9 Actual visit .....	10
3.10 Analysis of data.....	10
<b>4. Project-Field Study for Environment Education .....</b>	<b>10</b>
4.1 What is the Project about? .....	11
4.2 Credit hours .....	11
4.3 Nature of the Project (What kind of task?).....	11
4.4 What all are problem areas? Identify the area.....	11
4.5 Proposal.....	12
<b>5. Preparation of the report.....</b>	<b>12</b>
5.1 Sample Cover Page of the Report.....	13
<b>6. Letter to the Authorities of the Institutions you may visit for your project work .....</b>	<b>17</b>
<b>7. List of Learning Centres.....</b>	<b>18</b>
<b>8. Final Word .....</b>	<b>20</b>



## 1. CCD: An Overview

Before you move on to the details of the projects, it is appropriate for you to have a brief overview of the context, the objectives and the programme framework of the Certificate in Community Development (CCD).

### 1.1 Context

The CCD is designed to assist Community Development Workers (CDW) to acquire knowledge about the various aspects of community development. These aspects include skills in programme management and development of life and vocation, attitude towards volunteerism, quality life, sustainable community development and active citizenship.

As a CDW, you will be empowered to carry out developmental activities effectively in collaboration with local community and developmental agencies. Additionally, you will be able to effectively contribute towards resource mobilization, deployment, project planning and implementation.

Community and beneficiary participation is integral to the design of this certificate programme. Many government agencies like State Literacy Mission Authority, National Rural Health Mission (NRHM), Kudumbasree (Government sponsored federation of Neighbourhood Groups), Rural Development Department (RDD), Health Department and NGOs need trained professionals to undertake field responsibilities. Therefore, the people engaged in community development activities need to be empowered to manage developmental programmes and activities more effectively so as to enhance the quality of life of people in general and those from disadvantaged sections of the society in particular.

### 1.2 Rationale of the Programme

Over the past decades, there has been a considerable increase in resource deployment for different development programmes in India. The involvement and participation of the community and beneficiaries is critical to the success and sustainability of such development programmes. Hence, there is a growing need for trained 'development professionals' for the effective facilitation and management of development activities in the community.

The introduction of a new Panchayathi Raj (local self-government) system also created growing requirements for trained professionals. Therefore, there is a need for professionally trained and skilled personnel certified by a competent authority, such as a university.



### 1.3 Objectives of the Programme

In the above context, it is appropriate for you to refresh your memory about the objectives of the CCD programme, which include the following:

1. To strengthen your understanding of various issues relating to development
2. To enhance your awareness of the dynamics of local self-government institutions like Panchayati Raj institutions
3. To strengthen your understanding of the key elements of financial and human resource management in development organisations
4. To improve your efficiency to act as development promoters
5. To improve and enhance your skills to organize and manage continuing education programmes more effectively
6. To develop a critical understanding on the wider/broader dimensions and dynamics of developmental issues in the community
7. To enable you to map the needs and resources of the local community so as to actively facilitate and engage in various policy and functional activities of community development

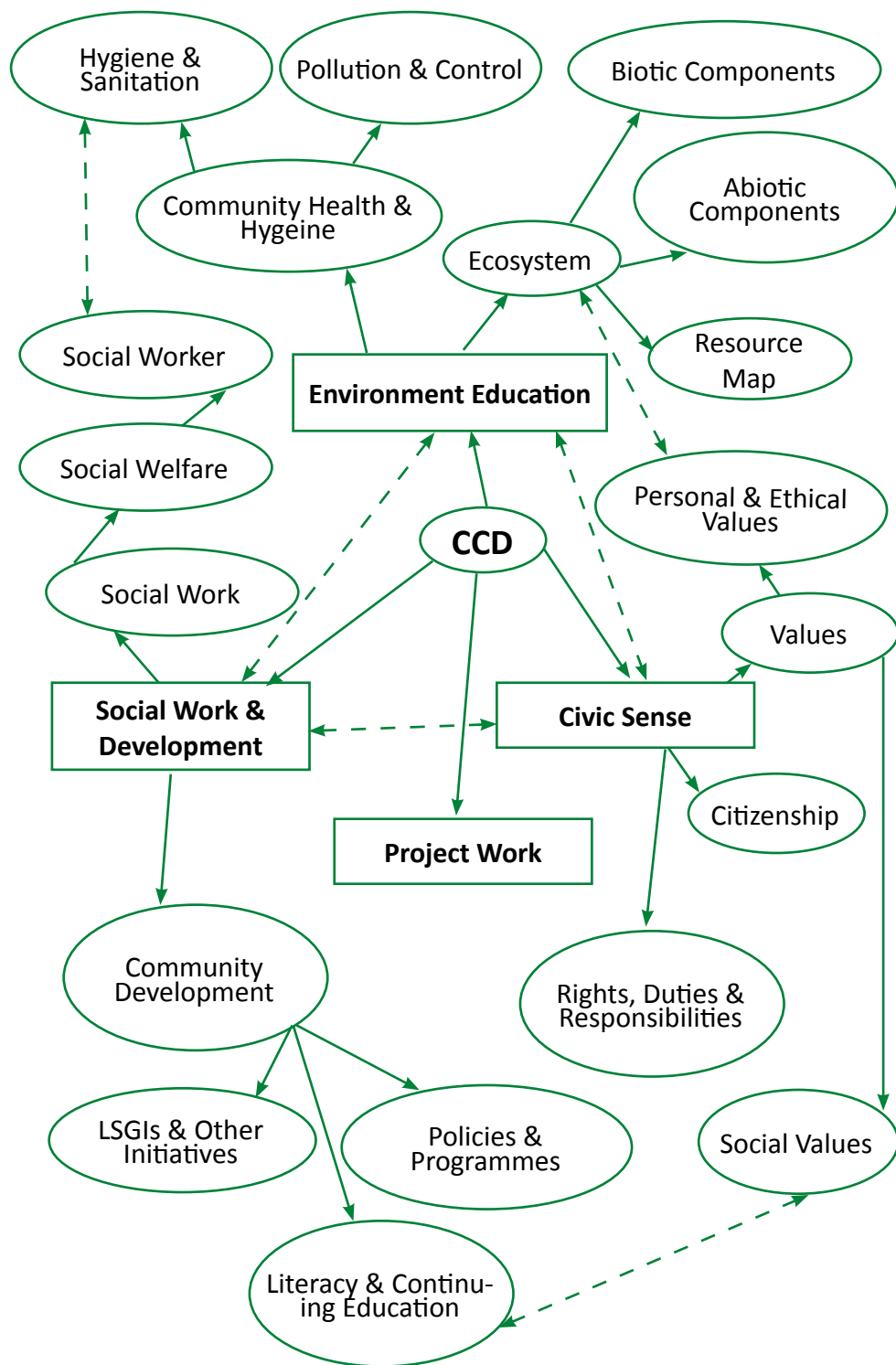
In tune with the above objectives, different courses have been included in the CCD programme. It is expected that this programme, with well-planned theory courses and practical activities, will make available adequate number of trained manpower fit to perform the roles of grass root level functionaries in Community Development. The key roles that the CDW at the grassroot level will have trigger effect after the successful completion of the programme. Thus, this programme with different components will strive to promote your theoretical understanding and ideas, provide coherence to your thinking and actions, and enable you to acquire suitable practical experiences that sharpen your perspective on community development. You can have a bird's eye view of the programme in the programme framework.

### 1.4 Programme Framework

Keeping in view of the aforementioned objectives, several theoretical and practical components have been identified, developed and included under different courses of the CCD programme. You have already gone through the Programme Guide, and you are familiar with the titles of the courses. However, you can once again, have a glance at them below.

Here is the programme concept map that would help you understand the broad concept of the Certificate in Community Development (CCD) programme.

### 1.5 CCD Programme Concept Map



The certificate programme is divided into 4 courses with the following number of modules and compulsory project work.

Table 1: *CCD Programme Structure*

Course	Modules	Units	Assignments	Nature	F2F	Credits
CD001: Social Work & Development,	2	8	1 Assigt (12h)	Theory	14h	4 (120hrs)
CD003: Environment Education	2	8	1 Assigt (12h)	Theory	18h	5 (150hrs)
CD004: Civic Sense	2	7	1 Assigt (12h)	Theory	12h	4 (120hrs)
CD005: Project Work	1. Institutional Visit 2. Field Study			Practical	6h	3 (90hrs)

At this juncture, it would be appropriate to draw your attention, again, to the term ‘credit’. Credit, is a notional representation of a fixed amount of students’ study and work hours devoted to the programme, such as studying the material, writing assignments, attending tutorial support, counselling and teleconferencing sessions, gathering information from audio and video programmes, going through practical handbook, performing relevant practical activities, etc. One credit has been deemed equivalent to 30 hours of study and work spent in pursuing the programme. You will recall that in the “Programme Guide”, it is dealt in detail about the theory courses as well as your activities related to completion of these courses. Therefore, in this Project Guide, the focus is on the details of the project/practical work to be performed by the students as part of completing each course of study.

## 2. Project Works: An Overview

As you are aware, there are four courses for the Certificate in Community Development (CCD) Programme: Social Work and Development, Environment Education, Civic Sense and Project Work. The learning in this Open Distance Learning programs happens through Modules, which include self-learning units, face to face sessions, assignments and projects. The project work is the practical application of what you have studied in the course.

The project/practical work components are aimed at consolidating your knowledge, understanding, skills, abilities, attitudes and experiences so as to make you a successful CDW or a person trained to be an effective community development functionary. While the theory components have provided you necessary theoretical grounding in terms of concepts, theories and processes related to community development, the project/practical components will help you in improving your professional skills

and competencies that promote participatory community development, documentation, information dissemination and networking. The practical work will enable you to effectively apply your knowledge to the field situations in professional life and to integrate it in different social contexts as well.

## 2.1 Objectives and Assumptions

The purpose of developing the project/practical component is to provide you with different opportunities and experiences related to practice of community development and to help you perform the practical activities in a systematic manner. We have kept certain objectives in mind while developing the practical component for each course of the CCD.

### **a) Objectives**

Through related projects/practical works, you will be able to:

1. reinforce theoretical understanding of various aspects of community development through its practice for building your capacity and enhancing your professional competency;
2. develop abilities, skills, interests, attitudes and values that will be helpful in facilitating learning, education, training and networking of community for their all-round growth and development;
3. promote skills of surveying the community, the institutions, different programmes and their functionaries for effective networking to bring about social, economic, political and cultural change, development, transformation and evolution;
4. equip with the skills and competencies for identifying the needs and problems of community and addressing the collective growth and development;
5. enhance abilities in identifying, selecting and organizing learning experiences for community on various aspects of their living and working, development and welfare, transformation and progression;
6. impart necessary skills of documentation, knowledge management, information dissemination and professional and social/community networking;
7. enhance skills and competencies in promoting co-operation and coordination among the individuals, communities, agencies and field functionaries;
8. equip with the skills of contributing to planning, promotion, implementation and evaluation of community development

programmes and studying the reasons for the success and failure of various community development programmes;

9. develop skills and competencies of undertaking educational, training and orientation programmes related to social, economic, developmental and welfare problems, needs and issues of the community, and improve the quality of life of the society as a whole.

### ***b) Assumptions***

The project/practical components have been developed by keeping in mind the above objectives, the theory course of CCD programme, the issues and concerns of open and distance learning system, the quantum of project/practical work required to strike a reasonable balance between theory and practice of community development, the nature of the students and the programme requirements to make it fit for its offer through open and distance mode of learning. In addition to that, the following assumptions also have prominence.

- Firstly, the assumption is that since the CCD programme is open for anyone with a pass certificate in matriculation, the students who join this programme include Prerak, the grass root level functionaries of the State Literacy Mission Authority, Accredited Social Health Activists (ASHAs), SC/ST Promoters, Anganwadi Workers of ICDS, Kudumbasree Workers graduates and NGO workers, etc. So, while you joined this programme, you might have been an in-service professional or a functionary in the field of community development, adult education and allied areas or altogether different areas or an unemployed entering into community development seeking a career in it.
- Our second assumption is that the essential skills and competencies can be developed in you through open and distance mode of education through proper planning, organisation, facilitation, implementation, monitoring and evaluation of theoretical and practical activities. This assumption is based on the fact that distance learners are highly motivated and they intend to learn new concepts and acquire various skills more systematically and effectively through self-learning/ self-instructional materials.
- Thirdly, the assumption is that the learners are from across various social scenarios, therefore, the project/practical work has been so designed as to make it adequately flexible and suitable to simultaneously train diverse category of learners cutting across manpower representing various developmental projects.

## 2.2 Categories of Practical Components

As you know, the project/practical work carries 90 hours of learning distributed under two types of project/practical components with the following compulsory work to be done by each student.

Category of Practical Component	Hours
• Institutional Visit	45
• Field Study	45

Since the project/practical component is of 90 hours, on the whole the student is expected to put approximately 3 credits of study and project/practical activities covering two types of practical components.

## 2.3 Steps in Conducting Practical/Projects

As a CDW, you will be able to undertake various tasks for the development and well-being of the society. The practical/projects visualized in the CCD are intended to equip you in dealing with various community development issues. The 90 hour practical/projects consist of 2 components viz; (1) Institutional Visit for 45 hours and (2) Project-Field Study for 45 hours on Environment Education. The steps to be adopted for the fulfillment of the practical/projects are discussed below.

## 3 Institution Visit

The institutional visit shall be organized at the fag end of the certificate programme so as to enable the CDW to implement the knowledge and skills developed through the programme in practical situations.

It is imperative that you acquire necessary experiences, abilities and skills of working with a grass root level facilitation centre/institution involved in promoting educational, training, development and welfare programmes for the communities. It is like an internship for each unemployed (i.e. pre-service) student providing for first ever institutional experience. But for those students already employed (i.e. in-service students) in the field of adult education/community development and/or allied areas, it provides an opportunity of acting as the mentors/guides/facilitators for their pre-service student colleagues by taking them as interns in their centres/institutions. For those in-service students who are not working in the field of community development/adult education or allied areas, it provides for newer experiences that help them in visiting relevant centres/institutions in the field of community development/adult education and in establishing linkages, coordination and cooperation with them, thereby enhancing understanding of the field situation and for wider reach of education and other benefits to the community. Other relevant practical activities will

also be performed by each student as provided for under this category of practical work. The student will submit the reports of the practical activities performed by him/her to the programme study centre/learner support centre concerned for evaluation.

The field visit is expected to be completed in a period of 15 days, considering that 3 hours per day is set apart for the community development work and for the preparation of the report. The project shall be guided/supervised/facilitated by the concerned Learning Centre entrusted by the SRCK.

### **3.1 What is Institutional Visit about?**

It is mainly for generating ideas about the functioning of offices or institutions in your community for community development. It is also meant for generating strategies for bringing schemes to the community.

### **3.2 Credit hours**

You will get 45 hours for the whole activity of institutional visit including 3 hours for face to face interaction.

### **3.3 Nature of the project: Institutional visit**

The project is to familiarize the community with different incentives provided by the institutions and NGOs, and the issues and constraints faced by the authorities to implement community development programmes.

### **3.4 Problem areas**

The major problem areas are:

- Study on functioning of offices or institutions for community development
- Identify the different schemes organized and implemented by them for community development
- Studying the constraints of Authorities and NGOs for implementation of the community development programmes

### **3.5 Criteria for selection of institutions**

- The agencies dealing with adult and continuing education activities
- Community developmental agencies (governmental and non-governmental agencies)

### 3.6 List of institutions

Based on the above criteria, a list of institutions is being brought out for your consideration. The selection of the institution should be in consultation with the tutors. The learners who work in these institutions should select an institution other than yours. The institutions identified for the institutional visit include:

1. Kudumbasree unit
2. Literacy centres
3. Anganwadi
4. Bharath Sevak Samaj
5. Nehru Yuvak Kendra
6. Grama Panchayath
7. Block Panchayath
8. Co-operative Societies
9. Peripheral health institutions
10. Counselling centres
11. Day care centres
12. Juvenile homes
13. Old age homes
14. Village libraries
15. Non-Governmental Organizations
16. Orphanages, etc.

### 3.7 Selection of institution

- CDW can select two or three institutions from the list and finalize in consultation with the tutor and coordinator (Accessibility to be taken into consideration)
- Seek approval of the institution to be visited in the F2F (counselling session)

### 3.8 Guidelines provided

In the counselling session, the following guidelines are provided:

- Objectives of the institutional visit
- Overview of the institution to be visited
- The mode of collecting data
- The details regarding the data to be collected-observation



schedules, interview schedules and rating scales (explanations given in the module--)

- Clarification of doubts

### 3.9 Actual visit

After finalizing the institution to be visited and data collection details finalized, actual visit is to be conducted. Details of the institution and its schemes and services to be collected through questionnaire or interview schedules developed for the purpose. Details that are not covered in the questionnaire or interview schedules should be scribbled out in a diary or note books kept for the purpose. A certificate is to be obtained from the institution visited. This is to be attached with the final report.

### 3.10 Analysis of data

The data collected is to be analyzed with the help of the tutor. It is intended to get the basics of analytical skills essential in the field of community development. The other information gathered through the discussion and observation method should be utilized while preparing the report of the project work.

## 4 Project-Field Study for Environment Education

The practical activities under this category will be performed by each learner in the community where s/he lives and/or works. While being enrolled as a learner of CCD, you may be a unemployed (pre-service student) or an employee (in-service student) working in adult education, community development and allied areas or in altogether different areas. As a member of a particular community where you are living and/or working, you are required to undertake or perform the specified activities in the community. It is based on the premise that being a member of the community and the student of CCD, you will be able to perform certain activities in the community and for the community. However, you will perform these activities under the help and guidance of the mentor(s)/guide(s)/facilitator(s), who will authenticate, with comments, the reports prepared by you of the relevant activities you have undertaken.

The project-field study suggested in the CCD programme under the course is CCD005. It has to be done along with the institutional visit.

Our effort is to include relevant activities under the above components making them useful in promoting the essential competencies, skills, abilities, attitudes, etc. needed by an effective CDW or field functionary. In addition, we also need to make clear the order of their performance. The project shall be an empirical in-depth study on any community

development issue or activity. On completion of the project, the CDW shall achieve the objective to formulate programmes for the development of the community as well as to exhibit skills for implementing empowerment programmes.

The project shall be carried out at the fag end of the certificate programme. You have to complete the project work and submit the project report to the concerned study centre for successful completion of the course. The detailed process of how you can conduct the project work is explained in this Handbook.

### 4.1 What is the Project about?

By now you must have already gone through the different units of the modules in the course CCD003: Environment Education. It aims to provide an understanding on various aspects of ecosystem and health, hygiene and sanitation. The project-field study intends to experience a real life situation concerned to environment, health, hygiene and Sanitation.

### 4.2 Credit hours

You will get 45 hours for the completion of the project including 3 hours of F2F. The topic for the field study may be finalized in the F2F sessions arranged in connection with the field study on environment education.

### 4.3 Nature of the Project (What kind of task?)

The learner has to find out a local issue concerned to Environment, Health, Hygiene & Sanitation. The task includes getting hands-on experience in dealing various social issues in the topics concerned. A detailed project report has to be prepared by the learner on how to overcome the issue. The report should contain the status of the issue identified by the learner and probable solutions to be suggested by the learner in order to overcome it.

### 4.4 What all are problem areas? Identify the area

You may have faced problems in your locality. On the basis of reflecting on various experiences ,you can find the area for doing the project. Some of the problem areas which can help you identify your specific area for project work are:

- Environmental hazards of mining
- Deterioration of forest cover
- Cutting of trees
- Changing food habits and probable health hazards
- Solid waste management

- Air and water pollution
- Organic farming practices
- Soil erosion

#### 4.5 Proposal

Having identified the problem, you need to develop a brief but clear outline of the way you would go about in conducting the project work is the project proposal. It is the blue print which outlines the process of your project work to be adopted. The proposal should contain the following steps:

- Title of the project
- Introduction
- Objectives
- Method of conducting the project
- Time required
- Expected measures
- Tentative report

### 5 Preparation of the report

After conducting the institutional visit and the conclusion of the field study, you are required to write and submit a detailed report. While writing the report, it has to be written in the past tense. You may follow the suggested format for writing the report.

It is important for you to be careful about the following points:

- The project report should comprise the report of both the activities as part of the project work viz; 1) Institutional Visit and 2) Field Study carried out by you.
- You must prepare two copies of the Project Report and submit only one for evaluation. You must keep a photocopy of the report with you.
- The project work sent for evaluation should have proper binding.
- The pages should be numbered.
- The Project Report should be typed in double space on single side of the page in Times New Roman font with 12 point font size on A-4 size sheets.
- It is very important that you carry out your project individually and independently.
- Any project found to be done collectively by two or more persons or copied from any source will be rejected.

- The certificate of originality (declaration) enclosed in this project handbook should be filled up and duly signed by you.

### 5.1 Sample Cover Page of the Report

The sample cover page will guide you in selecting the information to be included on the cover page of your project report. Following are the details of sample cover page of the project report.

CCD PROJECT WORK (CDOO5)
PROJECT REPORT
Submitted to State Resource Centre, Kerala in partial fulfillment of the requirement for the award of Certificate in Community Development (CCD)
Submitted by Name of the candidate Enrolment No
Year

### Acknowledgement

You may acknowledge the support, help and encouragement that you have received from various individuals and institutions for the completion of the project work. As a CDW, you may receive the support for the completion of the project at various stages, the persons, institutions or community leaders. It must be written in brief.

### Declaration

This is a certificate from the candidate which certifies that the project work is original. Eg:

<b>DECLARATION</b>	
I hereby declare that the project entitled ..... ..... submitted by me for the fulfilment of the Certificate in Community Development is an original work and has not been submitted earlier to any institutions for the fulfilment of any course of study. I also declare that no part of this project is lifted from any other earlier work done either by others or me.	
Enl. No:	Signature:
Place:	Name:
Date :	Address:

### Table of Contents

This section gives information about various chapters references and appendices if any along with their corresponding page numbers.

e.g.:

<b>Sl. No.</b>	<b>Content</b>	<b>Pages</b>
	List of Tables	
	List of Figures	
	Chapter 1	
	Chapter 2	
	Chapter 3	
	Bibliography	
	Appendices	

### Main body of the project report

This section will deal with the details of the Project Report from Chapter I to Chapter 4.

You prepare the proposal for the visit you have planned. The proposal should contain a brief introduction and need and significance. That is a brief description about the institution of your visit and its contributions

to the community and why you have selected the institution. It is to be followed by objectives of the visit. Next step is writing the methodology of the visit which should contain the following aspects:

- Method adopted by you for carrying out the visit. Tools and techniques to be used for collecting data
- Target group and beneficiaries
- Sample, if any

Next step is expected outcomes and implications. After completing the proposal get the project approved by the sanctioning authority. Next step is the Methodology of the project. Methodology means the procedure for the study you are going to undertake. Another important step is Reporting. Here is an outline of a project report.

***Title of the topic***

Certificate

Declaration

Acknowledgement

Contents

***Followed by Chapter I Introduction***

Objectives

Need and significance

Title of the topic

Method adopted in brief

Tools and techniques if any

Sample if any

***Chapter II Methodology***

Method adopted

Procedure in detail

Description of tools and techniques used for the study

Details of the sample if any

***Chapter III Analysis***

Simple analysis of the data collected (if necessary use percentage analysis )

### **Chapter III Findings and conclusion**

Major findings of your study followed by a conclusion and suggestions  
After completing your project report, you have to submit it to SRC. You must keep in mind that while writing the report, avoid using pronouns (I, we, you, my). Use 'the investigator' instead.

Binding/spiral should be done with thick cover pages. Two copies of the report should be sent by registered post or submitted by hand to the study centre. Use formal language, avoid spelling mistakes. Ensure continuity of the text and various sections. Label the tables and pictures properly.

#### **To whom it should be submitted**

The Project Report is to be submitted to the Programme Coordinator at the Study Centre. It should not exceed 2000 words. Draft copy need to be kept with the candidate. All students must complete the project work on time and ensure that the Report has been prepared and sent within the stipulated time/period (Timeline given in the project guide).

#### **When to be submitted**

For term end examination in June, by 9<sup>th</sup> June. For term end examination in December, by 7<sup>th</sup> December

#### **Evaluation**

The evaluation of the project will be done by an expert identified by the CCD Programme Coordinator with support of the Study Centre Coordinator. The external experts may be professors, teachers and experts in this field (working/retired). The grading will be done accordingly or as decided by the institution as given below.

A+	Excellent
A	Very Good
B+	Good
B	Satisfactory
C	Needs modification

Note: One copy of the grading list is to be maintained by the Study Centre Coordinator and one by SRCK.

#### **Announcement of result**

After the completion of the evaluation of the Project Report, the Study Centre Coordinator concerned will declare the results and return the valued reports as per the timeline given in the programme guide.

## **6 Letter to the Authorities of the Institutions you may visit for your project work**

STATE RESOURCE CENTRE, KERALA  
NANDAVANAM, VIKASBHAVAN P.O,  
THIRUVANANTHAPURAM,  
PIN-695033

Dear Sir/Madam,

The programme, ‘Certificate in Community Development’ is being offered by SRCK. Community Development is an important component of the overall development of a country. This programme intends to develop a workforce capable of handling community development activities with the support of people. The project component of this programme intends to enable the learners to undergo hands on training of the theoretical concepts learned by them.

In this regard, your kind cooperation is solicited. Your permission to carry out the project activity in your institution will not only help the learner in successfully completing his/her project, but will also contribute towards the greater cause of our community development. Therefore, it is requested that the bearer of this letter, who happens to be a student of the programme CCD, of SRCK may kindly be permitted to visit your institution for work related to his/her project. The students identity may be verified from his/her Student’s Identity Card.

Sd/-  
**Director**  
SRC, Kerala



## 6. List of Learning Centres

Name and address of the Learner Support Centre for CCD Programme at the district level is given below.

Sl. No.	District	Address of Learner Support Centre
1	Thiruvananthapuram	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Pattom P.O., Thiruvananthapuram, Pin: 695004, Tel: 0471-2556740, e-mail: tvpm.literacy@gmail.com
2	Kollam	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Thevally P.O., Kollam – 9, Tel: 0471-2798020
3	Pathanamthitta	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Civil Station, Collectorate, Pathanamthitta, Pin 689645, Tel: 0468-2220799, e-mail: pta.literacy@gmail.com
4	Alappuzha	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Collectorate P.O, Alappuzha, Pin 688010, Tel: 0477-2252095, e-mail: alp.literacy@gmail.com
5	Kottayam	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Vayaskarakkunnu, Kottayam, Pin 686001, Tel: 0481-2302055, e-mail: ktm.literacy@gmail.com
6	Idukki	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Painavu.P.O, Idukki, Tel: 0486-2232294, e-mail: idk.literacy@gmail.com
7	Ernakulam	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Civil Station, Kakkanadu, Kochi-30, Tel: 0484-2426596, e-mail: ekm.literacy@gmail.com

8	Thrissur	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Ayyanthol, Thrissur-3, Tel: 0487-2365024, e-mail: tsr.literacy@gmail.com
9	Palakkad	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Palakkad, Pin 978001 Tel: 0491-2505179, e-mail: pkd.literacy@gmail.com
10	Malappuram	District Project Co-ordinator, District Literacy Mission, SaaksharathaBhavan, Civil Station, Malappuram, Pin 676505, Tel: 0483-2734670, e-mail: mpm.literacy@gmail.com
11	Kozhikode	District Project Co-ordinator, District Literacy Mission, District PanchayathBhavan, Kozhikode, Pin 673020 Tel: 0495-2370053, e-mail:kkd.literacy@gmail.com
12	Wayanad	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Civil Station, Kalpatta, Wayanadu, Pin 673122, Tel: 04936-202091, e-mail: wyd.literacy@gmail.com
13	Kannur	District Project Co-ordinator, District Literacy Mission, District PanchayathBhavan, Civil Station, Kannur, Pin 670002, Tel: 0497-2707699, e-mail:
14	Kasaragod	District Project Co-ordinator, District Literacy Mission, District Panchayath Office, Vidya Nagar, Kasaragod, Pin 671123, Tel: 04994-255507, e-mail: ksrd.literacy@gmail.com

## 7. Final Word

We are pleased that you have chosen to study with SRCK for the Certificate in Community Development Programme. We hope that you have found this Project Guide useful. This is intended to help you to be successful in your project work and to help you pass the examination. If you try to do at least some of the things you have learned here, you will have a much better chance of successfully completing the CCD programme.

If there is anything you do not understand about the project work or you need more information about it, please contact your learner support centre. The list of learner support centre is being provided at the end part of the this Guide.

Everyone at State Resource Centre, Kerala wishes you good luck with your studies and we hope you reach your goal.



## STATE RESOURCE CENTRE, KERALA

Nandavanam, Vikas Bhavan.P.O, Thiruvananthapuram-33  
Tel:0471-2325101,2325102, Tele Fax:0471-2326101,  
e-mail: keralasrc@gmail.com,website: www.src.kerala.gov.in

## COMMONWEALTH *of* LEARNING

4710 Kingsway, Suite 2500, Burnaby, BC V5H 4M2  
Canada. Tel: +1.604.775.8200, Fax: +1.604.775.8210  
e-mail: info@col.org website: www.col.org

